Job Corps Disability Program

DESK REFERENCE GUIDE

Disability Coordinator

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Introduction

This desk reference guide summarizes your responsibilities as a Job Corps Disability Coordinator (DC). Use this guide in conjunction with the Policy and Requirements Handbook (PRH), Information Notices, Program Instructions, and other valuable information found on the Job Corps Disability website.

All forms and documents referenced in this DRG can be found on the Job Corps Disability website located at https://supportservices.jobcorps.gov/disability/Pages/default.aspx.

If you are new to Job Corps or just new to the job as DC, here are a few tips to get you oriented to your new position:

- Contact your Regional Disability Coordinator (RDIC) to introduce yourself and receive an orientation to your new position. Your RDIC serves as a resident technical expert for the Regional Office and the centers in your region—contact your RDIC to answer your questions, help you understand policies, and provide you with up-to-date information that will assist you in your efforts to meet program requirements.

- Review your center's standard operating procedures (SOPs) for the Disability Program. These procedures define how your program will operate on a day-to-day basis, describe staff roles, responsibilities, and provide guidance on center specific documentation, reporting, and communication protocols.

- Visit the Job Corps Disability and Learning Disabilities websites (located at www.jobcorps.gov/supportservices/) to review the latest information about the Job Corps Disability Program.

- Locate and familiarize yourself with the PRH and disability-related Information Notices and Program Instructions that are available on the Job Corps Disability website.

- Attend the DC Orientation webinar. This training is offered quarterly and prepares DCs to manage and monitor all disability related activities on center. The DC Orientation webinar is designed to provide you with an overview of the disability-related PRH requirements as well as provide you with information on the resources and tools that are available to assist you with successfully meeting these requirements. Contact your RDIC for information on training dates and registering for the webinars.

Following an overview of Job Corps, this guide's format will follow PRH Chapter 6, Section 6.14. Review this section of the PRH for the specific language related to each requirement.

Job Corps Overview

Job Corps is the nation's largest residential educational and career technical training program for economically challenged young adults aged 16 to 24 (there is no upper age limit for individuals with disabilities who are otherwise eligible). Funded by Congress and administered by the U.S. Department of Labor (DOL), Job Corps has been training young adults since 1964. Students are offered such services as basic education, occupational exploration, career technical training, work-based learning, social and employability skills training, health care, counseling, recreation, and post-program placement support.

The mission of Job Corps is to:

1. Provide students . . .

    -   Career and technical training programs that are rigorous and relevant

    -   Competencies recognized for employment and advancement in high-growth industries

    -   Preparation for multiple jobs in a career path for life

    -   Support services to optimize success

2. Provide employers . . .

    -   A ready pool of qualified employees

    -   Employees with industry-based skill standards and certifications

    -   Opportunities to customize training programs with their employment needs

3. Provide communities . . .

    -   Partnership opportunities in all phases of the Job Corps operation

    -   Partnerships with education and local and regional workforce investment systems

    -   A solid business base for those communities in which Job Corps resides

    -   A viable resource for community service

4. Provide society . . .

    -   Workers and citizens who will contribute to the Nation's economic growth and success

Organization of Job Corps

Job Corps is a national program administered by DOL through the National Office of Job Corps and six Regional Offices. The National Office of Job Corps establishes policy and requirements and facilitates major program initiatives. Job Corps' Regional Offices administer contracts and perform oversight activities.

There are currently over 135 operational Job Corps centers throughout the United States and Puerto Rico. Each center is part of a region. The six regions include: Atlanta, Boston, Chicago, Dallas, Philadelphia, and San Francisco. Each region has approximately 20 centers within its jurisdiction.

If your center is managed by a company that won the bid for a contract to operate the center, it is referred to as a contract center. If your center is operated by another branch of the federal government, such as the USDA Forest Service, you are working at a civilian conservation center (CCC). Both contract centers and CCCs work toward the same goals and objectives.

Each Regional Office has program managers (PMs) who work closely with the centers. Your PM is the DOL representative and liaison who works with your center to ensure that you have the resources you need to do your job and that you are working successfully to meet the established program outcomes.

National Disability Program

The National Office and accommodation support contractor guide the operation of center Disability Programs as follows:

- **The National Office**—The Job Corps disability component is led by the National Health and Wellness Manager who is responsible for developing and implementing the policies and procedures that guide the delivery of services for students with disabilities on center.

- **The Accommodation Support Contractor**—The accommodation support contractor works with the National Office, all Regional Offices, and all centers to develop and enhance center services for students with disabilites. For example, the contractor assists the National Office in developing policy and training DCs on new initiatives, developing resource materials, and collecting Disability Program data. Every Regional Office has a RDIC who is the point of contact for disability-related issues. Accommodation support staff provide technical assistance to center disability teams and conduct center assessments for quality and compliance with the PRH.

Legislative Requirements

The program requirements for the Disability Program are developed around Congressional and administrative mandates which require Job Corps to:

- Enroll and serve applicants who meet the eligibility requirements imposed by Congress (as interpreted by DOL in the Job Corps regulations), regardless of a particular applicant's disabilities.

- Provide reasonable accommodations for applicants and students with disabilities.

Center Disability Teams

The HWM (or a health staff designee) and academic manager (or an academic staff designee) function as DCs to oversee the program. Additional DCs may be appointed. Centers may choose to hire a full time or part time DC to oversee the program rather than or in addition to appointing an academic and health DC.

Center Assessments

Every 1 to 2 years, a staff member from the accommodation support contractor visits each center to conduct an overall assessment of your center's Disability Program.as part of a Regional Office Center Assessment (ROCA) team. The assessment will highlight the strengths of your program and identify any concerns, challenges, or practices that may require change in accordance with the PRH. Other observations or suggestions considered optional may be implemented only if the center chooses to implement them. You can expect to have accommodation and disability files, Center Information System (CIS) disability and accommodation data, SOPs, and other information reviewed/audited during this assessment. To prepare for this visit see the Disability Program ROCA Instruction and Resource Guide.

It is helpful if the center DCs conduct their own internal record audits and program assessments on an ongoing basis. If you are familiar with the program requirements and the assessment criteria, it will be easier to maintain a continuous level of quality.

PRH Chapter 6: Disability Program Requirements

R1. Disability Coordinator—PRH 6.14, R1 (a, b)

Requirements:

a. The HWM (or a health staff designee) and Academic Manger (or an academic staff designee) will function as co-DCs to oversee the program. Additional DCs may be appointed. Centers may choose to hire a full or part time DC to oversee the program rather than or in addition to appointing an academic and health DC.

b. The roles and responsibilities of each DC will be defined in a SOP.

The DCs are the team leaders for the center's Disability Program and are responsible for the coordination of the program. The DCs:

○ Ensure that all required Disability Program components are implemented, monitored, and maintained in an effective manner

○ Demonstrate commitment to the disability initiative (leadership)

○ Delegate responsibilities

○ Encourage all staff to take ownership of the program

To learn more, attend the Disability Coordinator Orientation and the Preparing for Your Disability Program ROCA webinars. Both of these webinars provide information on all of the Disability Program Requirements.

The following resource is available to help you meet this requirement:

✓ Sample DCs' Responsibilities SOP

R2. Applicant File Review Process—PRH 6.14, R2 (a-c); Appendix 107

Note: While the applicant file review process does not apply specifically to students with disabilities, currently this process is reviewed as part of the Disability Program.

Requirements:

a. To ensure equal opportunity for all applicants, including those with disabilities, all centers are required to follow the same applicant file review process. This process will be described in an SOP (See Exhibit 5-1) that describes in detail how an applicant file is processed, from the time it is received from the admissions

contractor, until the applicant is accepted into the program and assigned a start date, or recommended for denial and a final disposition is made by the Regional Office.

b. The applicant's file must be processed within 30 calendar days from receipt by center. If the center reasonably can substantiate needing longer than 30 days to complete the file review process, then an extension may be discussed with the respective Regional Office PM.

c. While each center file review procedure may have unique aspects, all center procedures must incorporate the following requirements:

- o Location where files are sent and logged in upon arrival to the center and the method of tracking the movement of the file to include an explanation of the center's disposition of the file

- o Responsibilities and roles of applicant file review team (FRT) members to include the HWM, the center clinicians, and the DCs which usually includes the HWM

- o Procedures for reviewing an applicant file to include the acceptable reasons for recommending denial of an applicant

- o Procedures for reviewing and determining reasonable accommodation

- o Procedures for processing application withdrawals both before and after submitting a file for regional review

- o Timeframe the center establishes to complete the file review process to ensure it meets the PRH required timeframe of 30 calendar days

- o Storage, transmission and maintenance of the applicant file information (see Appendix 607)

Applicant file review is the process by which the center reviews applicant files to determine whether or not the individual's health care needs exceeds those of basic care or if the individual poses a direct threat to self or others. Because file review can be a complex process, it is essential that all centers use the same process and uniform documentation requirements. An effective file review process requires cooperation between and among admissions counselors (ACs), records staff, wellness staff, DCs and possibly other staff.

Standard Operating Procedure for Applicant File Review Process

Below provides an overview of what should be included in your center's SOP for applicant file review:

- ◉ Location where files are sent and logged in upon arrival to the center and the method of tracking the movement of the file to include an explanation of the center's disposition of the file; (see "Applicant File Tracking & Maintenance, Processing Timelines");

- Responsibilities and roles of applicant FRT members to include the HWM, the center clinicians, and the center's DCs which usually will include the center's HWM;

- Procedures for reviewing an applicant file to include the acceptable reasons for recommending denial of an application (see "Recommendations of Denial");

- Procedures for submitting applicant files for regional review when there is a recommendation for denial;

- Procedures for processing application withdrawals both before and after submitting a file for regional review;

- Storage and maintenance of the applicant file information (see "Storage and Transmission of Health and Disability Information");

- Time frame the center establishes to complete the file review process to ensure it meet the PRH required time frame of 30 calendar days (see " Applicant File Tracking & Maintenance, Processing Timelines").

Applicant File Tracking & Maintenance, Processing Timelines

The center's policy on applicant file review should detail how an applicant file is processed from the time it arrives on center until there is a final disposition on the application, (e.g. withdrawal, acceptance, recommendation of denial, etc.).

The applicant file review process must be completed within 30 days of the receipt of the file on center. Taking excessive amounts of time to review a file for a person with a disability may be construed as discriminatory when considered in comparison to the amount of time it takes to complete the review of a file of an individual without a disability. If the center reasonably needs additional time to complete the review of the applicant file, then the center may request an extension from the appropriate regional PM. This brief extension is not to be used to purposely delay enrollment for any reason (i.e., request applicant to complete substance abuse treatment prior to approving enrollment, etc.).

Applicant File Tracking and Maintenance

All applicant files should come from outreach and admissions (OA) to the center's records department. Upon receipt of the file, the records staff must track, in writing, the file's movement. For those files on center, the records log should contain:

- The date the file arrived on center

- To whom each file was sent

- The date the file was given or sent to the particular staff member

- The date the file was returned to records

- Explanation of why file exceeded 30 days of review time if it did and maintain copy of approval from Regional Office for extension of time to complete the file review

- The date the applicant is scheduled for arrival, if applicable

- The disposition of the file

For those files returned to the AC, the records log should contain:

- The date the file was sent to the AC

- To whom the file was sent

- Explanation why the file was returned to the AC and maintain any correspondence or documentation from the AC where applicant requested withdrawal of application, etc.

For those files sent to the Regional Office for review, the records log should contain:

- The date the file was sent to the Regional Office

- To whom the file was sent

- The final disposition of the application

A sample applicant file review tracking log is located on the Frequently Requested Documents page on the Job Corps Disability website.

Health and Wellness Review

Once an applicant file is received on center and is logged in by the records department, the file must be forwarded to the HWM or his/her designee for a health documentation review, initial direct threat review, and a basic health needs review.

The information is reviewed to:

- Determine whether Job Corps can meet the health care needs of the applicant (PRH 6: Appendix 610)

- Determine if the applicant presents a direct threat to self or others (PRH 6: Appendix 609)

- Verify consent for required routine medical assessments and/or consent to receive basic health care services

File Review Team Selection

The Health and Wellness Manager (HWM) serves as the applicant file review coordinator and performs the initial triage of the protected health information (i.e., opens the sealed health/medical envelope and reviews the Job Corps Health Questionnaire (ETA 6-53) for affirmative responses to potential health-related concerns and supporting documentation). After

this review, the HWM determines who else may need to review the protected information based upon his or her determination of "need to know" and may include the following staff persons:

- Center Mental Health Consultant (CMHC) reviews mental health-related information
- Center Physician reviews medical information
- Center Dentist reviews oral health information
- TEAP Specialist reviews substance-related information
- Academic Manager reviews individualized education programs (IEPs), 504 plans, educational reports including special education assessments

On rare occasion, the HWM may need to call on an additional member of the staff such as the Center Standards Officer (or Student Personnel Officer, or other relevant center position) for example, if the center is in receipt of new information that the AC could not have reasonably known that suggests that the applicant may no longer meet the essential admissions requirements in a relevant area such as court or legal history. (See Exhibit 1-1 of the PRH).

Reasonable Accommodation Consideration within the Assessment Process

The appropriate members of the FRT determine if a health care needs or a direct threat assessment is necessary or if there is a need to revisit the eligibility factors. When a direct threat or health care needs assessment is being completed for an individual with a disability, the following review process should occur:

1. The HWM/DC should convene RAC to identify accommodations that would assist in supporting the functional limitations identified in the assessment process. This process must include the applicant.

    a. If accommodations cannot be identified because of unusual circumstances (i.e. for example, the applicant is currently psychotic or in need of immediate therapeutic intervention), then the HWM/DC would check the box within the assessment form that the RAC could not identify any accommodations at this time and provide an explanation in the summary box at the end of the accommodation section.

2. The center clinician completing the assessment reviews the accommodations identified by the RAC and considers whether or not these supports would be sufficient to reduce the barriers to enrollment such that the center could then meet the health care needs of the applicant or the applicant no longer posed a direct threat.

Reasonable Accommodation within the Assessment Process

1. First, in #5 of the DTA or the HCNA, the box would be checked that the applicant is an individual with a disability. If s/he is not an applicant with a disability, then #5 of the form would not be completed. If the DC or DCs are unsure about the disablity

status of an applicant, please contact your regional disability coordinator for assistance.

Note: There will be occasions in which the RAC will not be able to identify accommodations for an applicant because the applicant's current needs or situation is such that s/he is in need of some type of immediate medical or mental health intervention or that they have an extensive history of serious violent behaviors that perhaps have been increasing in severity and freqency, etc. where it is obvious that accommodation consideration would not be beneficial and/or not an appropriate consideration at this time.

2. Next, the RAC reviews the functional limitations and/or the symptoms/behaviors the applicant is exhibiting or experiencing or that is presenting barriers to enrollment by reviewing as checked off by the completing clinician in #1 of the direct threat assessment and in #3 of the health care needs assessment.

3. Then the RAC goes back to #5 and matches those same categories from either #1 of the DTA or #3 of the HCNA to the categories in #5 (i.e. difficulty with concentration, etc.) and identifies from the list within that category accommodations that might be helpful or appropriate to assist the applicant with that particular functional limitation/symptom or behavior. Accommodations not within the list may be added in the "other" section. **The applicant must be a participant in this part of the process.**

Accommodation considerations might include those requested or suggested by the applicant and/or those suggested by staff members of the committee. Accommodations suggested by the staff members should generally be reasonable in scope, and cost and seek to support manifestations, behaviors, or other barriers presented because of the disability. For example, a staff member suggesting that an applicant needs 24 hour a day monitoring and 1:1 supervision as an accommodation is not appropriate because the accommodation is extreme, the applicant is not likely to be accepting of it, and the accommodations are unreasonable. It would not be appropriate for a staff member of the RAC to suggest an accommodation that s/he then knew they would have to ultimately recommend denying. Generally, the goal for staff committee participants is to assist the applicant in possibly identifying *reasonable* supports that would assist in sufficiently reducing the barriers to enrollment that might allow the applicant to be able to enroll in the program.

Once accommodations have been identified and agreed upon between the applicant and staff members of the RAC, the qualified licensed clinical professional who conducted the original assessment must determine:

- In the case of direct threat, whether or not accommodations and/or modifications would remove the barriers to enrollment by sufficiently reducing the threat to below a level of direct threat or eliminating the direct threat.

- In the case of health-care needs exceed those of basic care, whether or not accommodations and/or modifications would remove the barriers to enrollment and make the condition manageable at Job Corps as defined by basic health services in Exhibit 6-4 of the PRH or would allow the center to meet the applicant's health-care

needs instead of recommending the applicant be referred to an alternate center where needed supports and services likely would be available.

(See Review Process for Recommendations to Attend an Alternate Center in Appendix 108)

Conflicting Clinical Documentation

If a center physician, CMHC, or other health staff disagrees with an opinion provided by an outside professional regarding Job Corps' ability to provide for the applicant's basic health care needs, the center health provider should contact the outside professional to discuss the applicant's needs. Results of this discussion (i.e., resolve the difference or explain and justify the center's position) should be included as part of the file review documentation.

Regional Review

Preparing Documentation for Regional Review

If the FRT along with the Center Director's approval wishes to recommend denial of enrollment of an applicant, then the applicant's file and supporting documentation must be packaged and sent to the Regional Office for review.

Applicant files submitted to the Regional Office as a recommendation of denial for direct threat and health-care needs should include the following information:

- Completed "Center Recommendation of Denial Form for Direct Threat, Health-Care Needs, and Disability Status" from Appendix 107. Word versions are available from the Job Corps Disability website. Place in an envelope marked "Regional Office" along with the applicant's ID #.

- Completed "Form for Individualized Assessment of Possible Direct Threat" from Appendix 609 if for direct threat or "Form for Individualized Health-Care Needs Assessment" from Appendix 610 if for health-care needs. Place in the "Medical" information envelope identified as such, mark confidential, and ensure the applicant's ID # is on the outside of the envelope as well.

Note: Submit only one assessment per applicant. Do not submit both a health-care needs and a direct threat assessment.

eFolders (Program Instruction 13-25, "E-Folders Process for Denials")

For those centers that have already converted to the use of an efolder format, please ensure that any portion of the applicant file that is stored electronically is printed out and sent along with the existing hard copy sections when sending a file to the Regional Office as a recommendation of denial. Please ensure that you send the entire applicant file to the Regional Office including:

- All original admissions paperwork (i.e., AC's certification of eligibility, court history, data sheet, etc.)

- All medical/disability documentation and forms

- All educational records

- Any other documentation that might exist within the applicant's file

Disability Status Due to Age (EAR A) or Income (EAR D)

If an over age applicant or applicant who needs to meet the family of one income eligiblity criteria (EARs A and D) for enrollment because s/he is a person with a disability, the center's clinical staff reviews the applicant's supporting documentation to verify that the individual is actually a person with a disability. This occurs because the admissions counselor (AC) may not evaluate medical information so this must take place at the center level. If the DCs determine that the applicant is not an individual with a disability, the file and supporting documentation is forwarded to the Regional Office for review. The Regional Office forwards these files to the Regional Administrative File Review Coordinator for completion of the disability status review. Applicant files submitted to the Regional Office for a disability review related to age or income should include the following information:

- Completed "Center Recommendation of Denial Form for Direct Threat, Health-Care Needs, and Disability Status" from Appendix 107

- Supporting documentation

Regional Office Administrative File Review

Files submitted for regional review undergo an administrative file review which is completed by a Regional Administrative File Review Coordinator under the following circumstances:

- Center has recommended denial because the applicant is believed to pose a direct threat

- Center has recommended denial because the health-care needs of the applicant exceed those provided by the Job Corps program

- Center has recommended denial because the applicant's health-care needs can be met but require community supports not available to the center

- Center has recommended denial because the appropriate center staff did not find the applicant to be a person with a disability (for applicants whose age exceeds those required for Job Corps enrollment and/or the applicant met the income eligibility requirement as a family of one)

The administrative review of these files is completed to ensure that all required procedures have been completed and all required documentation is included with the request. If the file review process is incomplete, the file is returned to the center with instructions as to what part(s) of the process must be completed. The corrected documentation and file should be returned to the Regional Administrative File Review Coordinator within 10 business days of receipt of the file. The Regional Office will conduct the administrative review of applicant files recommended for denial based on new information EAR not related to disability status.

Clinical Review

Once the administrative review is complete, the Regional Administrative File Review Coordinator forwards the file to the appropriate RHS for a clinical review. The RHS documents his or her support or disagreement with the center's recommendation, and the file is submitted to the Regional Director for a final determination.

Regional Director's Decision

The Regional Director may either uphold the FRT's recommendation of denial, or may overturn it. If the Regional Office supports the center's recommendation for denial, a clear, documented, written decision regarding the recommendation of denial must be completed and issued by the Regional Office. If a denial recommendation is rejected by the Regional Office and the applicant's file returned to the center for enrollment, that applicant must be scheduled for arrival based on the date on which the application first arrived on center, not the date on which it was returned from the region.

Withdrawals of Application

If the center is completing its review of an applicant file and is unable to reach the applicant to conduct clinically related interviews, or to complete the reasonable accommodation process within the health care needs or direct threat assessment, then the center, in collaboration with the AC, would document the attempts to contact the applicant and if unable to do so, then would process the file as a withdrawal.

The routing of the applicant's file is dependent upon what part of the process the application is in when the staff is unable to reach the applicant.

- If the center has not yet made a recommendation regarding enrollment, the file would be returned to the AC.

- If the center has submitted a file to the Regional Office as a recommendation of denial and the file has been returned to a center to complete some missing component of the file review process, then the file must be returned to the Regional Office. Once a file is in regional review, the final disposition of the file is within the purview of the Regional Director or his or her designee even if that is to simply verify the withdrawal documentation before returning the file to the AC.

The center must document its good faith effort in making these contacts and the applicant should be afforded a reasonable amount of time to respond to such requests.

Awaiting Documentation

If the center has requested additional documentation about an applicant and it does not receive that information or the applicant does not have the means to secure it, the center must make a decision on the information that is available to it (i.e., documentation already collected along with the clinical interview findings). The applicant's file **may not be returned** to the AC as unable to process if the center has been able to reach the applicant to conduct the clinically related interviews.

Storage and Transmission of Health and Disability Information

When filing, storing, and transmitting IEPs, Section 504 plans, IEP/special education diplomas, similar documents, or any documents indicating that a particular applicant has such documents, strictly comply with the following legal requirements related to medical and disability-related information, as explained in Appendix 607.

- Maintain and/or place acquired health and disability documentation in a separate envelope marked "Health/Disability Records." Health-care needs or direct threat assessments are medical information and must be included within the medical envelope.

- Carefully limit access to these documents. For example, keep hard copies of the documents in locked files; ensure that electronic copies of the documents are password-protected. Be vigilant about who is permitted to know the password, or to have access to the key or combination that opens the lock. Appendix 607 explains what categories of persons are legally authorized to have access to the documents.

- Transmit hard copies of the documents in sealed envelopes in accordance with Appendix 607. Make the best effort to ensure that the copies are delivered only to persons who are authorized to have access to those specific types of documents.

To learn more, attend the Center Responsibilities in the Applicant File Review Process webinar **and** the Let's Figure It Out Together: Increasing Understanding and Improving Efficiency with the Applicant File Review Process webinar.

The following resources are available to help you meet this requirement:

✓ Applicant File Review Policy/Guidance Resources

✓ Sample Applicant File Review Process SOP

✓ PRH Chapter 1: Section 1.4

✓ Appendix 107, Applicant File Review Guidance – Center Process

✓ Center Recommendation of Denial for New Information Form (Found in Appendix 107): Word Version, PDF

✓ Center Recommendation of Denial for Health Care Needs, Direct Threat or Disability Status Form (Found in Appendix 107): Word Version, PDF

✓ Appendix 609, Individualized Assessment of Possible Direct Threat

✓ Form for Individualized Assessment of Possible Direct Threat (Found in Appendix 609): Word Version, PDF

- ✓ [Appendix 610, Health Care Needs Assessment](#)
- ✓ Form for Individualized Health Care Needs Assessment (Found in Appendix 610): [Word Version](#), [PDF](#)
- ✓ [Appendix 108, Applicant File Review Guidance – Regional Review Process](#)
- ✓ Accommodation Recommendation for Denial: [Word Version](#), [PDF](#)
- ✓ Applicant File Review Process Flow Charts:
  - o [Referral to Alternate Center](#)
  - o [Recommendation of Denial: Direct Threat/Health Care Needs](#)
  - o [Recommendation of Denial: New Information](#)
- ✓ [Sample Applicant File Review Tracking Log](#)

R3. Reasonable Accommodation Process—PRH 6.14, R3 (a-c); Appendix 605

Requirements:

a. An applicant or student with a disability may request and receive reasonable accommodations to participate in the Job Corps program at any time during the admissions process or enrollment. Each center will have a process for ensuring applicants/students with disabilities who request an accommodation, indicate they may need an accommodation, and/or provide documentation of a disability are engaged in an interactive process to consider/determine the functional limitations resulting from their disability and the potential accommodations that would allow them to participate in the Job Corps Program. An SOP describing this process is required (See Exhibit 5-1) and the centers reasonable accommodation process will include all the components outlined in Appendix 605.

b. The DCs will coordinate the center's reasonable accommodation process.

c. During Career Transition Readiness all the students will receive information about workers' rights and responsibilities including reasonable accommodation in the workplace (See Section 3.21, R2, g).

Reasonable accommodations are any changes to the environment or in the way things are customarily done, that give a person with a disability an opportunity to participate in the application process, job, program, or activity that is equal to the opportunity given to similarly situated people without disabilities. Although many people with disabilities can (and do) apply for and participate in the Job Corps program without any reasonable accommodations, barriers do exist that keep other potential applicants or students with disabilities from applying or participating, and that could be overcome with some form of accommodation. Reasonable accommodation may involve providing an appropriate service or product; modifying or adjusting a job, work/academic environment, policy, program, or procedure; or any other action that removes those barriers for the person with a disability.

The reasonable accommodation process provides a systematic approach to supporting applicants and students that request reasonable accommodations while in Job Corps. You should become familiar with Appendix 605 which provides detail about the definition of a disability as defined by the Americans with Disabilities Act Amendments Act and outlines the reasonable accommodation process.

Standard Operating Procedure for Reasonable Accommodation Process

Each center is required to have a SOP describing the center's process for applicants/students to request and receive reasonable accommodation. As the DC, you should ensure that the required SOP is in place and updated as needed to reflect current center policy. In addition to ensuring that an accommodation SOP is in place, you will coordinate the reasonable accommodation process for applicants/students who need accommodation to participate in the program.

The center's reasonable accommodation process should ensure applicants/students with disabilities who may need accommodation are engaged in an interactive process to determine the limitations resulting from their disability and the potential accommodations that would allow them to participate in the Job Corps program. A qualified applicant with a disability is entitled to request and receive reasonable accommodation to participate in the program at any time during the admissions process or while enrolled in Job Corps. Therefore, you could be involved in the accommodation process when:

- An applicant requests accommodation to participate in the Job Corps program

- A student requests accommodation after enrollment in the program

You should ensure your center's SOP includes both of these situations and includes the following components: Requesting Accommodations, Determining the Need for Accommodation(s), Ensuring Appropriate Documentation, Reviewing a Request, Determining Reasonableness, Entering the Accommodation Plan, Notifying Staff/Viewing the Accommodation Plan, Determining Accommodation Effectiveness, Documenting the Accommodation Process, Maintaining the Accommodation File and Storing Accommodation and Disability Documentation.

Requesting Accommodations

A reasonable accommodation request can be communicated in any form (e.g., oral, written, sign language); however, the request must be documented on the Job Corps Reasonable Accommodation Request Form – Program. The applicant/student can be provided assistance to complete the form.

The AC will inform each applicant of his or her right to request reasonable accommodation, then review the request form with the applicant. The Job Corps Accommodation Request Form – Program will be reviewed with each applicant. If an applicant is interested in requesting reasonable accommodations or discussing the need for accommodations with a DC, the request form must be completed. The AC may assist with the completion of the request form, as necessary.

Applicants are **not** required to request accommodation during the admissions process and once enrolled in the program may request accommodation at any time. All requests should be referred to the DC. If the request is made after enrollment, a DC will go through the form with the student, and may assist with its completion, as necessary. All requests for reasonable accommodation to participate in the program will be reviewed at the center level (center of assignment).

Determining the Need for Accommodation

The accommodation process between the center and applicant/student (and parent/guardian, when appropriate) must be interactive when determining accommodation needs.

Applicant to Participate in Program

If an applicant:

- makes an accommodation request by completing the Job Corps Reasonable Accommodation Form–Program;

- indicates on the Job Corps Reasonable Accommodation Request Form–Program s/he would like to discuss the need for accommodation with a DC;

- provides documentation that indicates s/he maybe an individual with a disability who may need reasonable accommodation to participate in Job Corps;

a DC must engage the applicant in an interactive process to review request and/or determine possible accommodation needs, even if the applicant did not request accommodation.

Student to Participate in Program

Applicants are not required to request accommodation during the admissions process and once enrolled in the program may request accommodation at any time. A student may complete the request form and/or make an accommodation request to any staff person. All requests should be referred to a DC who will engage the student in an interactive process to determine accommodation needs.

Documenting Declines

If, after the interactive process, an applicant/student with a disability determines s/he does not want accommodations, a DC should ensure the decline is documented by ensuring completion of either the Job Corps Reasonable Accommodation Request Form – Program or the Reasonable Accommodation Review Due To Documentation of Disability Form as appropriate.

Ensuring Appropriate Documentation

If an applicant makes a reasonable accommodation request, the AC may ask the applicant for reasonable documentation about his/her disability and functional limitations. A DC will gather this information if the request is made after enrollment. Only the documentation that is needed to establish that (1) a person has a disability, and (2) the disability necessitates a reasonable accommodation may be requested. It is important to obtain this type of information since the accommodation needs of an individual with a disability will depend on his/her functional capacities and limitations rather than his/her diagnosis. The applicant/student may be provided assistance to obtain the appropriate documentation to support the request.

> Do not spend a lot of time analyzing whether an applicant/student meets the definition of disability or requesting extensive documentation. Instead, focus on the accommodation, whether it is reasonable, whether it can be provided without an undue hardship, and whether there are other accommodations that can be considered.

If an applicant/student provides insufficient documentation of a disability in response to the center's initial request, the center should explain why the documentation is insufficient and allow the applicant/student an opportunity to provide the missing information in a timely manner. A center cannot ask for documentation when:

(1) both the disability and the need for reasonable accommodation are obvious, or

(2) the person has already provided the center with sufficient information to substantiate that s/he has a disability and needs the reasonable accommodation requested.

The documentation about the disability and the functional limitations should come from an appropriate health care or rehabilitation professional (e.g., physicians, psychiatrists, psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists). In addition, if the applicant has received a past accommodation, the associated documentation should be obtained (e.g., IEP or 504 plan from the school system, along with supporting educational and psychological assessments when available). Appendix 605 contains information on obtaining appropriate documentation.

All documentation should be reviewed to ensure the accommodation requested is supported by the documentation provided. If the initial documentation is incomplete or inadequate, the DC can request additional documentation. Accommodations afforded to an applicant or student must be relevant to that individual's manifestations and functional limitations resulting from the impairment.

Example. A student with would not be entitled to the use of a calculator on the non-allowable portions of the Test of Adult Basic Education (TABE) unless there was also a corresponding disability in the area of math calculations. For examples of possible types of documentation for specific disabilities, see the Reasonable Accommodation Guidelines section of the Job Corps Disability website.

Reasonable accommodation is not provided to struggling students without disabilities. Keep in mind that reasonable accommodation has a legal foundation and is intended to provide barrier removal for some limitation imposed by a person's disability.

If a student's or applicant's disability or need for reasonable accommodation is not obvious, and s/he refuses to provide the reasonable documentation requested by the center, then s/he is not entitled to reasonable accommodation. If an applicant/student suspects that s/he may have a disability that has not been diagnosed and is unable to pay for an evaluation, the AC or a DC should provide the applicant/student with referral information.

Documentation to Support Accommodations for Standardized Testing

Types of accommodations that are allowable in a standardized testing situation such as the TABE usually are more limited than in other environments such as the academic and career technical classrooms because certain accommodations may significantly alter what the test is intended to measure. Currently, centers should be using McGraw-Hill's guidelines on appropriate accommodations as a general guide for the types of accommodations that are allowed for use with students with disabilities during TABE testing (see Appendix 301). Appropriate documentation must support accommodations. An accommodation cannot be provided simply because the student requests one or because staff members believe it would be helpful to a student.

Example. A student with a documented reading disability would not likely be entitled to the use of a calculator. Certain accommodations are never appropriate in the standardized testing environment such as rephrasing the TABE test questions by simplifying, rewording, or otherwise changing the structure of the test and therefore impacting the standardization beyond what Job Corps allows.

Reviewing a Request

The RAC is led by the DCs and always includes the applicant or the student. The RAC's primary functions are to:

- Review an applicant's request or need for accommodation (if documentation of disability is present) to participate in the Job Corps program when a center has recommended denial of an application or when the center intends to enroll the individual;

- Review a student's request or need for accommodation (if documentation of disability is present) to participate in the Job Corps program;

- Assist applicant or student in determining needed accommodations by identifying the functional limitations resulting from the disability (i.e., student cannot read print material because text appears as a series of jumbled letters and needs access to a text-reader, audio tapes, or other oral communication supports, student has mobility impairment, and needs first floor dorm room);

- Ensure accommodation review considers accessibility needs and barrier removal for all areas of the center (residential/classroom/common areas/transportation, etc.) in which it is needed;

- Meet with students when issues with implementation or effectiveness of accommodation plans are identified during the effectiveness review process and when referrals are made to the DC that indicate an accommodation plan review may

be needed;

- Assist with accommodation review during the work-based learning and transition periods; or

- Review TABE waiver requests to evaluate accommodation supports and effectiveness, make recommendations about additional accommodation needs, if appropriate, and provide feedback for the regional paperwork.

Reviewing a Simple Accommodation Request

If the accommodation request is straightforward and does not involve significant expense, the review can be an informal meeting (phone or face-to-face) between a DC and the applicant/student (and parents, service providers, if applicable). Agreed upon accommodations can be determined at this meeting and approved by a DC.

Reviewing a Complex Accommodation Request with RAC

If the request involves complex accommodation issues and/or significant expense, a RAC meeting may be required. Participants will vary depending on the nature of the request, but must always include a DC (chairperson) and applicant/student and his or her parents (if the applicant/student is a minor or requests his or her parents attend the meeting). Other possible members may include:

The RAC Guide provides guidance, resources and tools to support the RAC.

- Academic Manager and the HWM, if the center has a dedicated position for a DC; otherwise, it is presumed that the Academic Manager and the HWM are DCs, see PRH 6.14.

- CMHC, physician, dentist, or TEAP Specialist

- Career Technical Manager

- Student's counselor

- Representatives of center departments directly impacted by the accommodation request

- Community social service agency if the applicant/student is receiving benefits in the community

A DC will provide information on the applicant's/student's accommodation request, functional limitations, and manifestations of the disability, as appropriate. The RAC will then determine:

- If Job Corps can provide the requested accommodation or an alternate accommodation that is equally effective. If no specific accommodations have been requested, the RAC will assist in identifying accommodations.

- The center staff responsible for ensuring the accommodation is made and the date by which the accommodation will be in place. Accommodations for applicants should be in place by the scheduled arrival date of the applicant.

- The amount and type of contribution to be obtained from other sources toward the purchase or acquisition of the requested accommodation.

- If appropriate accommodations can be developed/agreed to at this meeting, an accommodation plan can be developed. If additional information is needed or research into specific accommodations is necessary, a DC or appropriate staff should stay in contact with the applicant/student until a plan can be developed.

A summary of any informal or formal meetings with the applicant/student should be included as a note in the CIS Notes tab. RAC meeting documentation (i.e., copy of agenda/list of attendees) should be maintained for all RAC meetings. For more information on reviewing a request and the RAC meeting process see the Reasonable Accommodation Process section of the Job Corps Disability website.

The appropriate members of the FRT determine if a health care needs or a direct threat assessment is necessary or if there is a need to revisit the eligibility factors. When a direct threat or health care needs assessment is being completed for an individual with a disability, the following review process should occur:

1. The HWM/DC should convene RAC to identify accommodations that would assist in supporting the functional limitations identified in the assessment process. This process must include the applicant.

    a. If accommodations cannot be identified because of unusual circumstances (i.e. for example, the applicant is currently psychotic or in need of immediate therapeutic intervention), then the HWM/DC would check the box within the assessment form that the RAC could not identify any accommodations at this time and provide an explanation in the summary box at the end of the accommodation section.

2. The center clinician completing the assessment reviews the accommodations identified by the RAC and considers whether or not these supports would be sufficient to reduce the barriers to enrollment such that the center could then meet the health care needs of the applicant or the applicant no longer posed a direct threat.

Determining Reasonableness

There are many grey areas in the interpretation of what constitutes a reasonable accommodation. Therefore, Job Corps has **no specific list of accommodations** that will or will not be provided. Each request for accommodation should be evaluated individually, and a determination made regarding whether it is reasonable.

If granting a requested accommodation would pose an undue hardship or fundamental alteration to the program, Job Corps is not obligated to provide it. Undue hardship means that

providing the accommodation would be unduly costly or extensive. Fundamental alteration means that providing the accommodation would alter the nature or operation of the program.

When considering if a request is an undue hardship or fundamental alteration, consider:

- What is the net cost of the accommodation, taking into consideration the availability of tax credits, deductions, or outside funding?

- What are the overall financial resources of the center, center operator, contractor, OA agency, or placement agency; any parent companies of any of these entities; and Job Corps as a whole? Does the center have the funds to provide the accommodation? Can the National Office provide funding?

- Can other agencies/organizations provide or contribute to the cost of providing the accommodation?

- Will the accommodation allow the individual applicant to participate in and benefit from the Job Corps program?

- Could the requested accommodation benefit other persons with disabilities?

- Will the requested accommodation affect the daily operation of the center, prevent or reduce the benefit other students receive from the program, or affect the ability of staff to do their job?

In cases where the center determines that providing the accommodation would be an undue hardship or fundamental alteration, the center must take any other action that would not result in such a hardship or alteration, but would allow the applicant to participate in the program. Job Corps is required to make every effort to accommodate an applicant with a disability at the appropriate center in accordance with the assignment procedures in PRH Chapter 1. However, if this assignment is not sensible, the applicant should be assigned to a center that offers comparable training, and is able to accommodate the applicant's particular needs.

Funding High Cost Accommodations

Generally, centers are responsible for any costs associated with providing reasonable accommodation to students with disabilities. In rare cases, a high cost accommodation (e.g., sign language interpreter) may be needed. In these cases, if the center is unable to fund the

accommodation or locate a funding source in the community, a request can be made through the appropriate Regional Office for National Office funding assistance. The Job Corps Reasonable Accommodation Funding Request Form must be used to request National Office funding. If supplemental funding is necessary after an initial request has been approved, it must be requested using the Job Corps Reasonable Accommodation Supplemental Funding Request Form. Both forms are available in Appendix 605 and additional guidance for completing these forms is available from the RDICs.

Recommending Denial of an Accommodation

Recommending denial of an accommodation should be a rare occurrence*.* **No accommodation can be denied at the center level.** If the center feels providing the accommodation would be an undue hardship or a fundamental alteration to the nature or operation of the program and no alternate accommodation can be agreed upon, the decision must be forwarded to the Regional Director for a final decision.

Before sending a recommendation for denial to the region, center staff should contact its RDIC for guidance and review the following statements to determine if the reasonable accommodation process was completed:

- The center held an interactive RAC meeting that included the applicant/student.

- The interactive process is well documented.

- The RAC considered specific accommodations.

- If appropriate, the center contacted JAN and documented the date, name of the JAN staff person who assisted, and JAN's accommodation recommendations.

- The reason for the recommendation for denial of the accommodation is clearly documented, and is because providing the accommodation would be an undue hardship or a fundamental alteration to program.

- The center offered another solution that would permit the applicant/student to participate in the program to the greatest extent possible. The applicant's/student's decision to decline this offer is documented.

- If the recommendation for denial is based on undue hardship due to cost, funding from the National Office was requested.

If all steps were taken, the center should complete the Accommodation Recommendation for Denial Form and submit along with all other documentation/notes/forms related to the request to the Regional Office for a final decision. The Regional Director will make a determination after consultation with RDICs, other appropriate staff, and the National Office (i.e., National Health Staff) as to whether there is an obligation to grant the accommodation request.

If the Regional Director determines that the accommodation should be granted, the accommodation will be provided. If the Regional Director determines that there is no obligation to grant the accommodation, the applicant/student will be provided a written statement from the

Regional Office that includes the reason for the denial and why no other accommodation is possible.

The center will make every effort to respond to the request in a timely manner and will inform the applicant/student if the request is being sent to the region for review or delayed for any other reason. Centers should complete the review of an accommodation request within 30 days of the arrival of the applicant's file on center. When this is not possible, document the reason.

Entering the Accommodation Plan

As soon as possible after the student enters the program, the accommodation plan will be entered in CIS using the accommodation plan icon. For students who require TABE testing accommodations, the plan will be entered prior to the administration of the first TABE test. Accommodation plans should **not** include information about an individual student's diagnosis, medication needs, or other health-related history or information.

A DC and the student will sign the plan. A copy of the plan must be provided to the student, and the original should be maintained in the student's accommodation file.

Notifying Staff/Viewing the Accommodation Plan

As necessary (i.e., when accommodation plans are added or updated in CIS), but at least biweekly, a DC should e-mail all staff members who interact with students a list of students with accommodation plans available in the CIS; the list should specifically indicate any plans that are new or updated. Copies of these e-mails should be maintained by a DC. Managers are responsible for ensuring that approved accommodations are implemented in their areas of supervision.

Staff should access plans in CIS using the accommodation plan icon. Access to the plan's content must be determined on a "need to know" basis. Since in most cases accommodations need to be provided throughout all departmental areas of the center, access to the plans may need to be center-wide. To access the Accommodation Plan Report from the CIS 3G Menu bar select Menu > Wellness and Accommodation > Disability > Reports > Disability Reports > Accommodation Plan.

Determining Accommodation Effectiveness

As the student participates in the program, new needs may be identified or accommodation adjustments may be required. The effectiveness of a student's accommodation will be evaluated as part of student performance panels on a regular basis throughout his or her enrollment in Job Corps (at least every 60 days). Student and staff feedback is required as part of this process and this feedback should be documented in the accommodation file. Forms and additional guidance for supporting this process are available on the Job Corps Disability web site.

> Staff should not wait for a performance panel review to request modification of an existing plan if a need for a change has been identified.

Documenting the Accommodation Process

Documentation of actions and decisions can be very important if an applicant/student alleges discrimination; therefore all interactions with the applicant/student and activities related to the provision of reasonable accommodation should be documented. The Notes tab in CIS will be used to document the process. For examples of notes, see the Reasonable Accommodation Guidelines section of the Job Corps Disability website.

Maintaining the Accommodation File

A separate accommodation file (similar to the student's health record) should be maintained for each student receiving accommodation. Appropriate staff should have access to the information and medical records should be stored separately (in student's health record).

All accommodation files will contain documents and information to support the provision of accommodation and notes/updates documenting the accommodation process. For suggested content and layout for an accommodation file, see the Reasonable Accommodation Guidelines section of the Job Corps Disability website. All suggested contents may not be required for each accommodation file. If a different layout is preferred, it should be consistent for all accommodation files.

Storing Accommodation and Disability Documentation

Storage of Accommodation Files

Each student should have only one accommodation file, and all accommodation files must be stored as a group in a separate drawer, file cabinet, or storage room that is locked. When the student separates, the accommodation file should be sealed and sent to records to be combined with other files into a single record and stored in a central location on center. See Appendix 607 for more information on storage of disability-related information.

Storage of Non-Health Disability Documentation, No Accommodation Plan

If a student with a disability does not wish to receive accommodations, either the Reasonable Accommodation Review/Documentation of Disability Form or a Job Corps Reasonable Accommodation Request Form – Program will be completed for the student. A disability, no accommodation file will be created for each student that has a disability, but no accommodation plan. This file will contain the appropriate form and any non-health disability-related documentation such as an IEP. These files should be stored in the same location as the accommodation files, but should be differentiated (e.g., stored as a group in a separate area of the cabinet or color coded).

When the student separates, these files should be sealed and sent to records to be combined with other files into a single record and stored in a central location on center. See Appendix 607 for more information on storage of disability-related information.

Comparison of Accommodation File and Disability File Contents	
Accommodation File	**Disability File**
▪ Job Corps Reasonable Accommodation Request Form	▪ Job Corps Reasonable Accommodation Request Form or Reasonable Accommodation Review/Documentation of Disability Form
▪ Documentation of a Disability	▪ Documentation of a Disability
▪ Documentation of the Process (CIS Notes Tab printout)	▪ Notes of Meetings (formal or informal)
▪ Signed Accommodation Plan	
▪ Accommodation Effectiveness Review Documentation	
▪ Referral Form (if process occurred after student is enrolled)	

Confidentiality

Information regarding disability and prior accommodation will be discussed during the process. To maintain confidentiality, documentation is made available on a need-to-know basis only, and participants in the process should not discuss information about the request outside of the process. Those responsible for implementing the accommodation will be informed of the accommodation and the reasons for it only to the extent necessary to ensure effective implementation of the accommodation. Likewise, staff access to the information in the Notes section should be limited to DCs and/or appropriate designees as this area may contain more detailed protected data that must be strictly limited to those with a legitimate need to know. See Appendix 607 for more information on confidentiality of disability-related information.

To learn more, attend the Reasonable Accommodation 101 webinar the Reasonable Accommodation Process webinar and the Supporting Students with Disabilities in the Job Corps Program training available in the Staff Instructional Management Online Network (SIMON).

The following resources are available to help you meet this requirement:

✓ Sample Reasonable Accommodation SOP
✓ Appendix 605 (Word Version)
✓ Reasonable Accommodation Forms Found in Appendix 605 (Word Versions)

- o [Job Corps Reasonable Accommodation Request Form-Program](#)
- o [Reasonable Accommodation Review/Documentation of Disability Form](#)
- o [Job Corps Reasonable Accommodation Funding Request Form](#)
- o [Job Corps Reasonable Accommodation Supplemental Funding Request Form](#)
- o [Accommodation Recommendation of Denial Form](#)
- ✓ Reasonable Accommodation Funding Request Support Resources
  - o [Reasonable Accommodation Funding Request Process Graphic](#)
  - o [Applicant or Student Who is Deaf or Hard of Hearing Interview Form](#)
  - o [Sample Interpreter Services Cost Sheet (Please contact your Regional Disability Coordinator for help with completing this sheet)](#)
- ✓ [Reasonable Accommodation Committee Guide](#)
- ✓ [Reasonable Accommodation Committee (RAC) Meeting Documentation Form (Optional form that can be used to document RAC meeting)](#)
- ✓ [Admission Counselors Guide to Talking to Applicants About RA](#)
- ✓ [Disability Coordinators Guide to Talking to Applicants About RA](#)
- ✓ [Accommodation Folder Contents Checklist](#)
- ✓ [Student Accommodation Plan Effectiveness Review - Staff Evaluation Form](#)
- ✓ [Student Accommodation Plan Effectiveness Review - Counselor Evaluation](#)
- ✓ [Student Transition Plan](#)
- ✓ [Career Transition Readiness Guide](#)
- ✓ Process Flowcharts
  - o [Applicant who Requests Accommodation to Participate in the Job Corps Program](#)
  - o [Student who Requests Accommodation After Enrollment in the Job Corps Program](#)
- ✓ Student Information
  - o Reasonable Accommodation Brochure [(Word version)](#)
  - o Reasonable Accommodation Brochure [(PDF version)](#)
  - o [Disability Information for the Student Handbook](#)
- ✓ [Pre-ROCA Questions](#)
- ✓ [Animals as Accommodations in the Job Corps Program Guide](#)

R4. Introduction to Center Life—PRH 6.14, R4 (a-c)

Requirements:

a. Centers shall provide new students with information that will lead to an understanding of the opportunities and benefits available as part of the center's Disability Program (See Section 2.2, R1, b11).

b. Centers shall provide a variety of opportunities for new students to meet and interact with the DCs (See Section 2.2, R1, d4).

c. The student handbook will include information about the Disability Program (See Sections 2.2, R1, b and R2).

Suggestions to help you meet these requirements include:

- Post photos of the DCs with title (s) in an area visible to students

- Discuss and provide information about the Disability Program; use the *Guide to Talking with Students About Reasonable Accommodation* to lead this conversation

- Post the Job Corps Reasonable Accommodation Request Form–Program from Appendix 605 in varius locations throughout the center

- Customize the Reasonable Accommodation Brochure for your center; this brochure can be provided to OA staff and kept in several locations on center (e.g., dormitories, recreation center, classrooms) so students can easily access it

- Consider providing disability-related training or information for students during orientation, the career preparation period, or at other times; training will assist in the reduction and elimination of fear-based prejudices (i.e., prejudices formed because of a lack of knowledge and/or experience)

As the DC, you should ensure the student handbook includes information about the center's Disability Program that is accurate and written in a manner that a student can understand. The information should include an overview of how the center supports students with disabilities, including the center's reasonable accommodation process.

The following resources for are available to help you meet this requirement:

- ✓ Guide to Talking to Students about Reasonable Accommodation
- ✓ Reasonable Accommodation Brochure: Word Version, PDF
- ✓ Sample Handbook Language
- ✓ Reasonable Accommodation Request Form-Program

R5. CIS Disability Data Collection and Accommodation Plans—PRH 6.14, R5 (a-f)

Requirements:

a. A DC will accurately enter the required data in the disability data collection and accommodation plan icons in CIS as soon as possible after the student enters the

program.

b. For students who require TABE testing accommodations, this data will be entered prior to the administration of the first TABE test.

c. Only the DCs will have access to the disability data entry screen, disability data report and the accommodation plan report with notes report in CIS.

d. Generally, only the DCs will have access to the accommodation plan entry screen;however, if a designee is appointed to enter accommodation plans, this staff person can have access.

e. All center staff responsible for providing accommodations will have access to the accommodation plan report in CIS.

f. Accommodation plans will not contain any medical or diagnostic information.

Your RDIC will provide you with a monthly disability data review memo. This memo is a desktop audit of your disability/accommodation data and will help you ensure accurate data.

To learn more, Attend the *CIS Wellness and Accommodation Module Webinar* when it is offered, check the JCDC Event Registration Calendar (located on the Job Corps Community Website) for available dates and times.

The following resources are available on the Job Corps Disability website:

✓ CIS 3g Wellness Accommodation Access Graphic
✓ Accommodation Reference Worksheet
✓ Disability Data Collection and Status Update Form

R6. Partnerships/Resources— PRH 6.14, R6 (a-c)

Requirements:

a. Each center must develop resources and partnerships with outside agencies and programs that will assist the center in serving students with disabilities. Special focus should be given to developing resources and partnerships that can assist the center in identifying or providing accommodation support that promotes students independence and employability.

b. The Business and Community Liaison (BCL) staff and other appropriate staff should be involved with this process.

c. Each center will document efforts to develop resources/partners by completing the Disability Partnership Tool available on the Job Corps Disability website or their customized Disability Partnership Tool available from their Regional Disability Coordinator.

Possible partners/resources include:

- U.S. Business Leadership Network (USBLN)
- State American Job Center Web Sites
- National Alliance on Mental Illness (NAMI)
- Office of Disability Employment Policy (ODEP)
- ADA National Network
- Assistive Technology Act State Programs
- Centers for Independent Living (CILs)
- Disability Employment Initiative
- Easter Seals
- Learning Disability Association of America
- Vocational Rehabilitation
- Local public school systems or charter schools
- College/university disability resource centers and potential interns
- Other disability organizations in the community

The center's Career Transition Specialist and BCL can be great resources for contacting and building relationships within the community to help provide better support and services to individuals with disabilities. The center may already have partners that may be able to also benefit the center's Disability Program.

To learn more, attend the following webinars: Developing Partnerships, Bookshare and Job Corps, Bookshare: Let Reading Come Alive, Job Accommodation Network (JAN) Overview, and Using Your Statewide AT Act Program as a Resource.

The following resources are available on the Job Corps Disability website:

✓ Disability Partnership Tool
✓ Job Accommodation Network (JAN)/Job Corps Brochure
✓ Web Resources Section
✓ Vocational Rehabilitation Partnership Brochure

R7. Referral Process—PRH 6.14, R7 (a, b)

Requirements:

a. A written referral/feedback system shall be established to document a referral to the DCs when a student discloses a disability and may want a reasonable accommodation or staff suspects a student may have a disability that is impacting his/her success in the program and should meet with the DCs to consider reasonable accommodation.

b. All referral forms will be stored in the student's accommodation file or in a student health record if no accommodation file exists.

Students with certain disabilities (e.g., learning disabilities, mental disorders) may be unaware of an existing disability or may choose not to disclose their disability. If staff suspects that a student has a disability that is affecting his/her ability to participate in the program, these concerns should be discussed with the DCs. A written referral/feedback system should be established to document a referral to the DCs when a student discloses a disability and may want reasonable accommodation or staff suspects a student may have a disability that is impacting his/her success in the program and should meet with the DCs to consider reasonable accommodation. The DCs will then meet with the student to determine if the student has a disability s/he would like to disclose. If the student discloses a disability and documentation of the disability exists (e.g., IEP or other documentation), the DC will obtain this documentation and determine with the student if accommodations are necessary. If no documentation of the disability exists, the DCs will determine if the center has any resources to obtain the necessary documentation. All referral forms should be stored in the student's accommodation file or in the student health record if no accommodation file exists.

The following resource is available on the Job Corps Disability website:

✓   Referral Form

R8. Readily Achievable Barrier Removal—PRH 6.14, R8 (a-e)

Requirements:

Each center must consider readily achievable barrier removal–things center staff can do to make the center more accessible that are easily accomplishable and able to be carried out without much difficulty or expense. To accomplish this, centers must:

a. Determine potential improvements to the physical accessibility (e.g., ramps, elevators, adjustable work stations, restrooms, etc.) of the center, by completing the Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal.

b. Determine potential improvements to the programmatic accessibility (e.g., communication options such as audio tapes, large print, etc.; center's public materials contain a statement that reflects a commitment to providing reasonable accommodations for all of their programs, etc.) of the center, by

completing the Center Accessibility Tool.

   c. Develop an accessibility plan with priorities and next steps based on the results of the Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal and the Center Accessibility Tool. The plan will be used as a tool for center staff to think about the simple things that can be done to ensure that students with disabilities can access/participate in the program on an equal basis with students without disabilities. This plan is not intended to be used to determine compliance for new construction or facilities being altered and is separate from the center's facility requirement in PRH 5: 5.10.

   d. The accessibility plan will be reviewed and updated annually by June 30th (See Exhibit 5-2).

   e. The safety and facilities maintenance staff should play a primary role in completing the plan with support from managers in all areas.

Accessibility considerations usually conjure up visions of the physical plant, which must be considered, but only as one component of the overall vision of the environment. Services must be accessible—architecturally, programmatically, and communication-wise. Beyond access, the environment must always be safe and secure with consideration for the installation of devices/inclusion of processes generally necessary for emergency evacuation of all individuals, regardless of disability. Beyond the physical plant, the environment should be inclusive, serving all qualified participants in the least restrictive environment with the appropriate supports and services available to all who may need them.

Specific consideration should be given to the incorporation of those strategies/supports that are of benefit to all students even though traditionally used for targeted groups (e.g., the use of advanced technology to make the classroom accessible, inclusive, and assistive to both students with and without disabilities). Furthermore, students who may need accommodations but have yet to be identified will benefit from this type of environment by exposure to the very skills and technology that may be needed to accommodate their disability.

To learn more, attend the Readily Achievable Barrier Removal: Creating your Accessibility Plan webinar.

The following resources are available on the Job Corps Disability website:

- ✔ The Americans with Disabilities Act Checklist for Readily Achievable Barrier Removal
- ✔ Center Accessibility Tool: Word Version, PDF
- ✔ Sample Center Accessibility Plan: Word Version, PDF

R9. Staff Training—PRH 6.14, R9; Exhibit 5-4

Requirements:

Centers will provide disability related staff training in accordance with Chapter 5, Exhibit 5-4 (Required Staff Training)

Centers must conduct:

- Yearly training for all center staff about the Disability Program or a Disability-related topic

- Reasonable accommodation training for new staff within the 1st 90 days of employment and yearly thereafter. To meet this requirement, staff must complete *the Supporting Students with Disabilities in the Job Corps Program* training available in the Staff Instructional Management Online Network (SIMON), located in CITRIX. Certificates of completion will be maintained by the centers' Human Resources Departments.

Disability-related training provides staff with the tools necessary to effectively fulfill their roles while assisting in the reduction and elimination of fear-based prejudices (i.e., prejudices formed because of a lack of knowledge and/or experience). As a DC, you will likely coordinate this training. Other center staff (e.g., CMHC) and community partners may assist with this training.

The Job Corps Disability website contains many training packages that can be customized to meet your center's needs. Some of these include:

- Disability Awareness and Ettiquette

- Reasonable Accommodation

- Specific Disabilities such as Learning Disabilites, Attention Deficit Disorder, and Mental Health and Spectrum Disorders

- Developing and Maintaining an Inclusive Environment

- Accessibility

- Safety Considerations in Serving Students with Disabilities

- Equal Opportunity Responsibilities

- What to Do When You Suspect a Student Has a Disability

- Incorporating Instructional Strategies Proven Successful for Use with Students with Disabilities in the Traditional Classroom

- Universal Design for Learning

- Transition Services

- Placing Students with Disabilities

- Workplace Accommodation

- Use of Technology to Achieve Inclusion

- Partnerships

The following resource is available on the Job Corps Disability website:

✓ [Trainings and Webinars](#)

Beyond Chapter 6

Appendix 301

Students with documentation of a disability may require reasonable accommodations to participate in standardized testing activities such as TABE testing. The RAC, inclusive of the student with a disability, determines the necessary accommodations which are input into CIS by one of the DCs.

TABE testing accommodations entered into the Accommodation Plan Data Entry Screen will automatically appear on the STS Test Accommodations Screen. The TABE test administrator is responsible for completing the STS Test Accommodations window in the Testing module, which allows the student to receive a test access code necessary to take his or her TABE test.

Testing accommodations must only be provided with documentation of the disability unless the disability is obvious (for example, a student is blind and needs either an oral administration or a Braille administration of the TABE, as appropriate). The documentation of the disability must contain information that supports the need for the testing accommodations. To maintain the highest degree of standardization possible in the testing environment, only the specific accommodations that are listed in the TABE testing accommodation field in CIS can be provided to the student; no additional accommodations can be entered or provided.

PRH Appendix 301 provides more information on the provisions for students with disabilities for TABE testing.

Oral Administration of the TABE

Staff members that serve as test readers for TABE testing are required to successfully complete the annual training located in SIMON. To access the training:

- Select the SIMON Icon in Citrix
- Select: Learning Center
- Select: Course Information and Enrollment
- Under Topic, select: JC-Disability
- Select: Oral Administration of the TABE

Appendix 305

Appendix 305 provides information on TABE waivers and instructions for documenting the process. Students with cognitive disabilities who have not been able to show reasonable progress in TABE testing results may qualify for an exemption from further TABE testing. The candidate for this waiver is a student who has:

- Documentation of a cognitive disability, identified, for example, in a student's most recent IEP, 504 plan, or medical psycho-educational documentation

- Failed to make progress of more than a 10-point increase combined as evidenced by results of three consecutive follow-up TABE Reading or Math subtests, and has participated in a formal process to waive further TABE testing.

As the DC, you will be involved in this process as the RAC is required to convene and review the accommodations that previously have been provided to determine if modifications to the accommodation plan are needed.